

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

RITCHIE COUNTY HIGH

RITCHIE COUNTY SCHOOL SYSTEM

MAY 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Ritchie County High School in Ritchie County was conducted on April 7, 2005. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Unified School Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the issue that caused the school to not achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen Brock, Coordinator

West Virginia Department of Education Team Leader – Pam Abston, Coordinator, Office of Professional Preparation

West Virginia Department of Education Team Leader – John Merritt, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Roger Daniels	Director of Human Resources	Mercer County
Ernie Jarvis	Junior High School Assistant Principal	Summersville Junior High Nicholas County
Jo Jarvis	Elementary School Principal	Cherry River Elementary Nicholas County
Ronnie Poole	Intermediate School Principal	Nutter Fort Intermediate Harrison County
Dr. Fred Wolfersheim	Director of Special Education	Webster County

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

77-501 RITCHIE COUNTY HIGH SCHOOL - Needs Improvement

RITCHIE COUNTY
April D. Hought, Principal
Grades 09 - 12
Enrollment 464

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	94	99	99	100.00	73.40	Yes	Yes	✓
White	93	97	97	100.00	73.11	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	35	38	38	100.00	62.85	NA	NA	NA
Spec. Ed.	17	18	18	100.00	35.29	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	94	99	99	100.00	81.91	Yes	Yes	✓
White	93	97	97	100.00	81.72	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	35	38	38	100.00	65.71	NA	NA	NA
Spec. Ed.	17	18	18	100.00	41.17	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Needs to Improve
Graduation Rate = 77.4%

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	99	94	99	94	100.00	8.51	18.09	48.94	17.02	7.45	73.40

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	99	94	99	94	100.00	3.19	14.89	34.04	37.23	10.64	81.91

Enr. - Enrollment
 FAY - Full Academic Year
 Part. - Participation

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score Grade 10

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
0	0%	1	1%	41	45%	19	21%	26	28%	1	1%	2	2%	2	2%	92

Note: Ninety-five percent (95%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Freq. - Frequency - Number of students
% - Percentage of students

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
55.28%	2003-04
60.53%	2002-03
60.606%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard

5.1.1. Achievement

Ritchie County High School achieved adequately yearly progress (AYP) for Achievement. However, the number of students enrolled for the full academic year (FAY) considered for the achievement standard was below the number (N) 50, which is considered for accountability in the economically disadvantaged (SES) and special education (SE) subgroups. These subgroups performed below the State's proficiency level. Ritchie County's curriculum staff and school staff are urged to vigorously address the low performance of these subgroups.

Below Standard

5.1.4. Graduation rate.

Ritchie County High School failed to achieve adequately yearly progress (AYP) in 5.1.4. Graduation rate. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the September 10, 2004 State Board meeting.

In accordance with Section 9.4. of the policy, the Unified School Improvement Plan (USIP) had been revised to address 5.1.4. Graduation Rate, the plan was approved by the West Virginia Board of Education, and the school was meeting the objectives and time line specified in the revised USIP. Consequently, the West Virginia Board of Education upgraded the school to Conditional Accreditation status at the February 10, 2005 meeting.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Ritchie County High School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

6.1.2. High expectations. High expectations and student involvement (correlates of increased graduation rate) were evident with students in special needs in the following areas: Thematic units, clubs, athletics, etc.

6.1.3. Learning environment. The students and staff were courteous, polite, and helpful to the Team. There was an atmosphere of respect between the students and staff, which contributed to a positive school climate.

- 6.1.5. Instructional strategies.** Several teachers were observed to have outstanding/exceptional teaching methods and kept the students fully engaged in an interesting and educational manner. The Team was especially impressed with the art teacher and all of the activities and projects in which the students were involved. Student art was displayed throughout the building, which accentuated the overall school climate.
- 6.1.6. Instruction in writing.** The Team observed extensive writing across the curriculum being implemented throughout the school. Students interviewed verified that writing was incorporated in all of their classes. Students were given feedback on all of the writing assignments. The Team recommended that the school staff teach students to write to a rubric. This would help more students score a 6.0 on the West Virginia Writing Assessment.
- 6.1.7. Library/educational technology access and technology application.** The Team commended the yearbook and the local newspaper class for integrating technology and collaborating with community resources.
- The Team commended the Spanish/French class for integrating technology into the curriculum. Technology was a strong component of the class and students were comfortable in its use and application.
- 6.5.1. Parents and the community are provided information.** Ritchie County High School has achieved a high degree of parent involvement through working closely with the Family Resource Network, their business partner, and other community groups. The school follows up school programs on bullying, harassment, and other topics with parent and community programs that address the same subjects.
- 6.7.1. School rules, procedures, and expectations.** The Wellness Center offered exceptional health related programs that included physician, dental, and other wellness services. These services were available to both students and staff.
- 6.8.1. Leadership.** The Team recognized and commended the administrative staff for implementing schoolwide activities that foster an environment conducive to learning. Examples included: Helping sessions during lunch, team planning with administrators, extra time/extra help sessions, and 100 percent student involvement in club activities. Administrators also attend all functions involving students, both during and after school.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard

6.1. Curriculum.

- 6.1.2. High expectations.** Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

Two teachers did not exhibit high expectations for their students. Students were not engaged and not paying attention to the teachers. Both teachers were observed to be grading papers while the students were sitting at their desks. Students in the CATS-9 class were grading each others papers while the students who were not finished with the assignment were told to sit quietly and listen.

6.7. Safe, Drug Free, Violence Free, and Disciplined Schools

6.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)

Tobacco use was evident in the student rest rooms.

RECOMMENDATIONS

6.1.12. Multicultural activities. While numerous multicultural activities were taking place throughout the school, a formal county multicultural plan was not in place. The Team recommended that the school implement schoolwide multicultural activities based on the county plan.

6.2.3. Lesson plans and principal feedback. Three teachers' lesson plans were not as thorough as they could have been. The Team recommended that these three teachers develop more complete lesson plans.

Indicators of Efficiency

Indicators of efficiency for student and school system performance and processes were reviewed in the following areas: Curriculum delivery, including but not limited to, the use of distance learning; facilities; administrative practices; personnel; utilization of regional education service agency, or other regional services that may be established by their assigned regional education service agency. This section contains indicators of efficiency that the Education Performance Audit Team assessed as requiring more efficient and effective application.

None identified.

Building Capacity to Correct Deficiencies

West Virginia Code §18-2E-5 establishes that the needed resources are available to assist the school or school system in achieving the standards and alleviating the deficiencies identified in the assessment and accountability process. To assist Ritchie County High School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.2. High expectations.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.7.1. School rules, procedures, and expectations.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830

16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified Improvement Plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.

The Team determined that Ritchie County High School and Ritchie County have the capacity to correct the identified deficiencies.

Identification of Resource Needs

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

- 17.1. Facilities, equipment, and materials.** Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (Policy 6200 and *Tomblin v. Gainer*)

None identified.

Early Detection and Intervention

One of the most important elements in the Education Performance Audit process is monitoring student progress through early detection and intervention programs.

None identified.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
77-501 Ritchie County High	Conditional Accreditation	6.1.2; 6.7.1	5.1.4	May 31, 2007

Education Performance Audit Summary

The Team identified two (2) high quality standards – necessary to improve performance and presented two (2) recommendations.

Ritchie County High School’s Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the area of deficiency (5.1.4). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Ritchie County High School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.